



UNIVERSITÄT
HEIDELBERG
ZUKUNFT
SEIT 1386

HCA
Heidelberg Center
for American Studies

M.A. in American Studies (MAS)
Course Catalog
Winter Term 2018/19

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Dear students of the M.A. in American Studies,

The Heidelberg Center for American Studies welcomes you to the winter term 2018/19.

In the MAS course catalog, you will find all lectures and courses that are relevant for the program and taught in English. You may also take classes held in German if you speak German on a university level. Please consult with the MAS coordinator prior to signing up with any German taught courses. You may find further classes and lectures in the university's online catalog (LSF) or on the respective department's website.

The here listed classes are offered by the Heidelberg Center for American Studies, the English Department, the Institute for Geography, the History Department, the Institute for Political Science, and the Theological Seminary.

Please note that due to the multidisciplinary set-up of our program registration for single classes may differ from each other. You will find directions on how to register in each course description. Please also note the different registration deadlines. It is not necessary to register for lectures.

Please be aware that one class may not count toward two different modules at the same time. E.g., if you choose a seminar for the main module Literature & Culture, the class cannot count toward the research module Literature & Culture as well, but you need to take a different class for the research module. The same applies for courses that are listed in different modules. If you take a class, you must choose toward which module the credit points will count.

If you have any questions, please contact

MAS Coordinator Dr. Anne Sommer (asommer@hca.uni-heidelberg.de).

M.A. in American Studies

The Program

Students enroll in the program each winter semester. The standard duration of study, including the writing of the Master's thesis, is four semesters. The M.A. in American Studies (MAS) program (100%) includes the academic disciplines of geography, history, literature and cultural studies, political science, and religious history. At the start of the program, students will choose two of those as their core disciplines. One of these two core disciplines will receive further emphasis in the research module, which is meant to prepare students for the writing of their M.A. thesis. The flexibility module gives students the opportunity either to take American Studies courses outside their core disciplines in order to broaden their understanding of the comprehensive field of American Studies, or to attend additional classes in one of their two core disciplines for a deeper engagement with their primary fields of interest. The interdisciplinary module is designed to bring the perspectives and methods of the various disciplines into dialogue with one another.

These subject modules are supplemented by a methodology module meant to impart both theoretical proficiency and empirical methods, as well as practical skills; and a module on cross-cutting perspectives, which—in the spirit of a traditional *studium generale*—affords students an opportunity to venture outside of the field of American Studies. There will also be a chance during the “mobility window,” usually slated for the third semester, to study abroad on an exchange, accept an internship, etc. The MAS program concludes with an examination module.

Modules and courses

By dividing the program into various modules, the HCA has three goals for students:

1. To acquire and deepen the latest subject-specific knowledge and research methods of the individual disciplines.
2. To implement multi- and interdisciplinary approaches, and to demonstrate the synergistic potential of such approaches.
3. To practically apply methodological and research skills in order to make graduates competitive in both the academic and the non-academic international job market.

The M.A. program “American Studies” is comprised of:

- A study plan (*Kernfach*)
- An examination module

The study plan encompasses:

- A subject-specific component
- A section on building “comprehensive competencies”

The subject-specific component of the program is divided into four parts:

1. **Main modules:** Students choose two of the HCA's offered disciplines as core disciplines in which they will develop and deepen their subject-specific knowledge and skills. Main modules in the chosen disciplines come with a minimum of one seminar that will be exclusively available to M.A. students, as well as an additional course (in either lecture or seminar format). Students can select their core disciplines freely. They may combine two fields from the humanities or from the social sciences, or they may choose to traverse academic disciplines. All combinations are possible.
2. **Research module:** After finishing the main modules, students complete a research module in order to immerse themselves more fully in one of their two core disciplines. For the research module, students will participate in a seminar offered exclusively to M.A. students. In an "Independent Study" format, students will autonomously work through and discuss with their professor an assigned reading list. This will usually serve as preparation for writing the M.A. thesis.
3. **Flexibility module:** In the flexibility module, students may choose 12 credits worth of courses from any discipline offered in the program. For these elective credits, any combination of courses is allowed. Students can either choose to broaden their understanding of American Studies with classes outside of their core disciplines, or they can choose to focus more deeply on their primary areas of interest.
4. **Interdisciplinary module:** The interdisciplinary module serves to promote an interdisciplinary approach to scholarship and demonstrate the synergistic potential of such an approach. Students will take part in an interdisciplinary seminar offered by instructors from two different disciplines, as well as a two-semester interdisciplinary colloquium in which variegated topics and approaches from the field of American Studies will be discussed.

The section of the program on "comprehensive competencies" is divided into the following three parts:

1. **Methodology module:** In this module, students will deepen their understanding of the theoretical and empirical methods of American Studies, as well as develop their academic writing skills.
2. **Cross-cutting perspectives:** In this module, students will take courses outside of the area of American Studies. These courses may either be related to or independent from the disciplines of American Studies. Language course credits also count toward this module.
3. **Mobility window:** The mobility window provides students with the opportunity for intensive and practical engagement with their degree in American Studies. Students can complete an internship in a relevant field, or can choose to study abroad in order to foster cultural understanding and strengthen intercultural competencies. For students interested in pursuing an academic career, completion of a teaching assignment can also be counted toward this module, provided the assignment does not concern a constituent curricular component of the HCA's B.A. or M.A. programs.

The program concludes with the examination module:

Examination module: With the completion of a Master's thesis in the same area as their research module, students will have acquired specialized knowledge in a particular area of American Studies and will have demonstrated the ability to use academic methods to work on and research a topic independently. The particulars of the M.A. thesis are described in section 7.11 of the *Modulhandbuch*. Completion of the thesis takes four months during which students will present an outline of the thesis to their peers at a research colloquium. After completing the thesis, students will take a 60-minute oral final exam. Additional details about the exam are covered in the exam regulations.

5.2 Sample course of study

<p>First Semester (28 credits)</p> <p>Methodology module Course: Theory & Methods (4 credits) Course: Academic Writing (4 credits)</p> <p>Main module I M.A. seminar: Core discipline I (10 credits) Lecture: Core discipline I (4 credits)</p> <p>Main module II Lecture: Core discipline II (4 credits)</p> <p>Interdisciplinary module MAS Colloquium I (2 credits)</p>	<p>Second Semester (30 credits)</p> <p>Main module II M.A. seminar: Core discipline II (10 credits)</p> <p>Research module M.A. seminar: Core discipline I (10 credits)</p> <p>Flexibility module Discussion group: Discipline III (4 credits) Lecture: Discipline IV (4 credits)</p> <p>Interdisciplinary module MAS Colloquium II (2 credits)</p>
<p>Third Semester (28 credits)</p> <p>Research module Independent study: Core discipline I (4 credits)</p> <p>Interdisciplinary module Interdisciplinary seminar (6 credits)</p> <p>Flexibility module Lecture: Core discipline I</p> <p>Cross-cutting perspectives 2 courses outside of American Studies (8 credits)</p> <p>Mobility window Internship (four weeks) (6 credits)</p>	<p>Fourth Semester (34 credits)</p> <p>Examination module Research colloquium (2 credits) M.A. thesis (24 credits) Oral final exam (8 credits)</p>

Sem	Modules		
4	Cross-Cutting Perspectives (∑ 8 CP) 2 courses outside of the area of American Studies	Examination Module (∑ 34 CP) Research colloquium (2 CP) M.A. thesis (24 CP) Oral final exam (8 CP)	
3		Mobility Window (∑ 6 CP) Study abroad, internship or teaching assignment	
2		Subject-Specific Classes (∑ 54 CP)	
		Research Module (14 CP) Core discipline I or II 1 M.A. seminar 1 Independent Study	Flexibility Module (12 CP) 12 CP worth of classes from any discipline in the program
1	Methodology Module (∑ 8 CP) Theory & Methods (4 CP) Academic Writing (4 CP)	Main Module I (14 CP) Core discipline I 1 M.A. seminar 1 lecture	Main Module II (14 CP) Core discipline II 1 M.A. seminar 1 lecture
		Interdisciplinary Module (∑ 10 CP) 1 Interdisciplinary seminar (6 CP) 2 MAS Colloquium (2 x 2CP)	

Academic Skills

Methodology Module

Academic Writing

Dr. Anja Schüler

H/W/T: 2; CP: 4

THU; 9:15-10:45; HCA/ Oculus

Registration during first session

Course Description:

This course offers students concrete guidelines and practical approaches to for writing academic texts. We will start with a review of your writing practices from thesis development to paragraph construction, discuss microskills like introductions and conclusions as well as revision, editing for coherence, style, and grammar, effective referencing and proofreading. Students are welcome to discuss any questions related to the academic writing process in class. Please expect to share your writing experiences and your texts as well as your opinion of the writings of others, students and non-students. The format of the seminar consists of both whole-class and small-group discussions.

Theory and Methods

Dr. Wilfried Mausbach, Prof. Dr. Dietmar Schloss, PD Dr. Martin Thunert

H/W/T: 2; CP: 4

TUE; 11:15-12:45; HCA / Stucco

Registration during first session

Course Description:

Thinking about culture - if done with any sophistication, any depth or complexity - also calls for thinking about thinking. American Studies, along with cultural studies and the humanities more generally, is marked by this self-reflexive move, where the study itself is taken as the object of study. In this class, we refocus on the frames for and structures of thinking about culture, rather than on culture itself.

Surveying contemporary critical theory, this class will consider and explore the ideas of the Frankfurt school, deconstruction, post colonialism, queer theory, psychoanalysis, and social constructionism, paying special attention to how that thinking about thinking can be used methodologically in the study of American culture.

Text: A course reader will be made available.

Interdisciplinary Module

MAS Colloquium

Dr. Wilfried Mausbach; Prof. Dr. Welf Werner

H/W/T: 2; CP: 2

THU; 18:00-20:00; HCA / Atrium

Registration during first session

Course Description:

The MAS Colloquium provides a venue for MAS students to meet with renowned experts from various fields, such as politics, economics, journalism, or academia. Most of them will be Americans who will share with us their current interests or most recent scholarship. The interdisciplinary Colloquium will also serve as a forum for the presentation and discussion of state-of-the-art research in academic disciplines that are not otherwise represented in this year's curriculum.

Participation in the MAS Colloquium is mandatory for MAS students.

Flexibility Module

In the flexibility module students can take courses from all disciplines **within** the field of American Studies. Please consult the course catalogue to find courses that fit your interests. Each course is awarded 4 CP.

Cross-Cutting Perspectives

In this module students can choose 2 classes from **outside** the field of American Studies. Please consult the university's course catalogue (LSF) to find courses in other disciplines. Each course is awarded 4 CP.

Courses by Discipline

Geography

Lecture: "North American City"

Eligibility: Main Module Geography, Flexibility Module

Prof. Dr. Ulrike Gerhard

H/W/T: 2; CP: 4;

TUE; 9:15-10:45; Neue Uni/ HS 04, first class: October 23, 2018

Compulsory MAS Tutorial: FRI; 15:15-16:45; Martin Holler; HCA / Stucco

Registration during first session

Course Description:

Comprehensive overview of the Urban Geography of North America: Urban systems, recent and historical urban developments (urbanization, suburbanization, reurbanisation), internal structure of cities (esp. urban inequalities), modeling and theorizing urban space, urban policies, planning the twenty-first-century city, future of cities.

Registration for the exam via anmeldungen-geog@uni-heidelberg.de

Seminar: Comparative Global Transportation

Eligibility: Main Module Geography, Research Module Geography, Flexibility Module

Prof. Jason Henderson

H/W/T: 2; CP: 5

WED; 16:00-19:00; Institute for Geography / Berliner Str. 48, SR

The seminar will take place for 10 weeks (October-December) in three-hour sessions.

Registration via anmeldungen-geog@uni-heidelberg.de

Course Description:

This upper-division course will explore global transportation trends, policies and debate, with a focus on urban transportation in Europe and the United States, including special insights from

his own research on the Bay Area, California, and Copenhagen, Denmark. The course will offer a comparison of key themes in transportation, including the globalization of automobility, walkable cities, streetcars, buses and bus rapid transit, bicycling, high speed rail and commuter rail, and development that reduces automobile dependency. The course's global comparisons will emphasize substantive cultural, political, environmental, and economic difference in transportation, and the students will be encouraged to undertake scholarly research and writing that profiles international case studies.

Seminar: Global and Urban Dimensions of US Hegemony and the Voices of American Dissent

Eligibility: Main Module Geography, Research Module Geography, Flexibility Module

Gregg Culver, Ph.D.

H/W/T: 2; CP: 5

Preparatory Meeting October 15, 2018; 16:00-18:00; Institute for Geography / Berliner Str. 48, HS
MON; 16:00-19:00; ; Institute for Geography / Berliner Str. 48, HS; first class November 5, 2018

Registration via LSF by October 14, 2018

Course Description:

In this seminar, we will discuss both the hegemony of the United States in global geopolitics, as well as the prominent internal domestic strife of recent years through the lens of prominent traditions of dissent in the United States. Alongside an international geopolitical focus, a special emphasis will be placed on the urban dimensions of power, protest and dissent. We will critically examine prominent voices of American dissent, including the political thinking of Noam Chomsky, the critical journalism of Chris Hedges, critical scholarship from Naomi Klein (e.g. disaster capitalism), the comedian-satirist tradition and its impacts on politics and social movements (including the likes of George Carlin, Jon Stewart, John Oliver, and Michelle Wolf), the Black prophetic tradition and Black Lives Matter, and the voices of protest in Occupy Wall Street.

The seminar will be held entirely in English and is aimed at Master students and advanced Bachelor students in Geography and American Studies. The seminar will be focused on lively, critical discussions. Students will be expected to read and/or view materials for each session, to prepare summaries and discussion questions, and bring these along to each session to facilitate

our discussion. Students will also be asked to prepare presentations and term papers related to discussion topics. Possible presentation topics include, for instance: the Great Recession, the housing bubble and its impacts on cities for our discussion of Occupy Wall Street; or the persistent problem of racialized poverty, growing socioeconomic inequality and ballooning prison population for our discussion of the Black prophetic tradition and Black Lives Matter.

History

Lecture: Race and Ethnicity in American History from the Colonial Era to the Present

Eligibility: Main Module History, Flexibility Module

Prof. Dr. Manfred Berg

H/W/T: 2; CP: 5

MON; 11:15 - 12:45; History Department/ Grabengasse 3-5, Lecture Hall

Course Description:

In the early 17th century, North America became the meeting ground of indigenous, European, and African cultures. Since then, ideas of race and ethnicity have been powerful forces in shaping the social and cultural identities and practices of Americans. This lecture course will encompass both dimensions: the development of race and ethnicity as belief systems and ideologies, including racism and nativism, as well as their social and political manifestations and consequences. It will broaden the traditional focus on black-white relations and include the experiences of Native Americans, Hispanics, Asian immigrants, Jews, and other Europeans who did not conform to the dominant Anglo Protestant cultural model. I will also introduce recent theoretical concepts and historiographical developments, as for example "whiteness studies" that have enriched our understanding of race and ethnicity. Die Vorlesung wird auf Englisch gehalten.

Literature:

Bayor, Ronald H., ed. *Race and Ethnicity in America: A Concise History*. New York: Columbia University Press, 2003; Fredrickson, George M. *Racism: A Short History*. Princeton: Princeton University Press, 2002; McDonald, Jason. *American Ethnic History: Themes and Perspectives*. Edinburgh: Edinburgh University Press, 2007; Smedley, Audrey. *Race in North America: Origin and Evolution of a Worldview*. Boulder, Co.: Westview Press, 2007; Spickard, Paul R. *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity*. New York:

Routledge, 2007; Spickard, Paul R., ed. Race and Immigration in the United States: New Histories. New York: Routledge, 2012

Übung: History of Baptists in America

Eligibility: Main Module History, Flexibility Module

Ryan Hoselton, M.Div., M.Th.

H/W/T: 4, CP: 9

MON; 14:15-15:45; HCA / Stucco

Registration via ryan.hoselton@ts.uni-heidelberg.de

Course Description:

How did the Baptists, a group denounced and persecuted by Catholics, the magisterial Reformers, and the New England Puritans, become one of the most influential religious bodies in the United States? The Southern Baptist Convention is the largest Protestant denomination in the U.S., and the National Baptist Convention USA Inc. boasts the largest African American organization of any kind. The answer lies in the myriad intersections between Baptist life and the history of America more generally. From the colonial times to today, Baptists have greatly shaped and been shaped by the American environment. Baptists established cultures of dissent in Puritan Massachusetts, promoted freedom of religion and disestablishment in the Revolutionary era, mastered democratic religion in the early Republic, debated and split over slavery, sent missionaries to the Western frontier and around the world, argued over modern issues like evolution and the social gospel, led the charge for civil rights under Baptist preacher Martin Luther King Jr., spawned the most influential 20th-century religious figure in Billy Graham, formed and influenced both the religious right and evangelical left, and produced presidents like Jimmy Carter and Bill Clinton. To acquaint students with this essential part of American religious history and cultural life, this course will focus heavily on reading and discussing primary source documents.

Recommended Reading: Thomas S. Kidd and Barry Hankins, *Baptists in America: A History* (Oxford UP, 2015).

Übung: The United States and the Founding of NATO

Eligibility: Main Module History, Flexibility Module

Dr. Wilfried Mausbach

H/W/T: 2; CP: 2

MON; 14:15-15:45; HCA / Oculus

Registration via wmausbach@hca.uni-heidelberg.de

Course Description:

On April 4, 2019, the North Atlantic Treaty Organization (NATO) will mark its 70th anniversary. Throughout these decades it has often been regarded as not simply a military alliance but a community of nations, which secured peace and prosperity for the western world while at the same time contributing to global stability. Others, however, have seen the pact as a ploy to counter growing socialist sentiment in postwar Europe, suppress independence struggles elsewhere, and generally consolidate European-American dominance across the globe. In this course, we will trace the origins of NATO through primary sources from the period, paying particular attention to diverse American viewpoints. Why did the United States reverse its traditional aversion to entangling alliances? What role did the emerging Cold War play in devising post-World War II security policies? How did different actors within the United States respond to the evolving plans? Was the idea of a community of nations more than a fig leaf for a military alliance? After taking this course, you should have a better understanding of the military, political, economic, and ideological rationales behind the creation of NATO. In addition, you should have been able to develop your skills of analyzing both primary and secondary sources.

Course materials will be provided on moodle.

Literature:

Ian Shapiro and Adam Tooze, eds., *Charter of the North Atlantic Treaty Organization: Together with Scholarly Commentaries and Essential Historical Documents* (New Haven and London: Yale University Press, 2018); Lawrence S. Kaplan, *NATO 1948: The Birth of the Transatlantic Alliance* (Lanham, Md.: Rowman & Littlefield, 2007).

Literature and Culture

Lecture: The American Novel: Beginnings to 1900

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Dietmar Schloss

H/W/T: 2; CP: 4

WED; 11:15-12:45; English Department / Kettengasse 12, R. 108

Course Description:

For a long time, the fiction writers of the American Renaissance, in particular Edgar Allan Poe, Nathaniel Hawthorne, and Herman Melville, were regarded as the 'founders' of a native American prose tradition. This tradition, associated with the term "American Romance", was contrasted to the realist tradition of the European novel. While European novelists of the nineteenth century seemed preoccupied with the social universe, the romance writers of the United States appeared to focus on the single individual and the inner drama of the soul. To many critics, the Romance tradition exemplified core values of the United States such as democracy, individualism, and dissent; it was also considered to have prepared the path for literary Modernism. More recently, however, the centrality of the American Romance writers has been challenged. Critics have drawn attention of the existence of other novelistic traditions such as the sentimental novels of the founding era and the domestic novels of the ante-bellum period. Extremely successful commercially, these sentimental and domestic novels were written mostly by women, for a female readership. Didactic in approach and retaining a societal outlook, they stood in sharp contrast to the non-conformist aesthetics and individualistic vision of American-Renaissance fiction and prepared the way for the realist novels of the latter decades of the nineteenth century.

This lecture course will acquaint students with a variety of novelistic traditions in the United States from the founding era to the end of the nineteenth century. We will examine the relevant literary philosophies, interpret representative novels, and assess the 'cultural work' they perform.

The following works will be discussed in detail: Hannah Webster Foster, *The Coquette* (1797), James Fenimore Cooper, *The Pioneers* (1823), Nathaniel Hawthorne, *The Scarlet Letter* (1850), Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852), Mark Twain, *Huckleberry Finn* (1884), and Theodore Dreiser, *Sister Carrie* (1900).

Literature:

The Coquette, Scarlet Letter and Huckleberry Finn can be found in Nina Baym et al. (eds.). The Norton Anthology of American Literature. 5 vols. Ninth Ed. New York: Norton, 2017. Volumes A, B, and C.

The following novels need to be purchased separately:

Cooper, The Pioneers - recommended edition: Library of America Paperback Editions

Stowe, Uncle Tom's Cabin - recommended edition: Norton Critical Editions

Dreiser, Sister Carrie - recommended edition: Norton Critical Editions.

Lecture: US Literary Culture, 1910 – 1950

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Günter Leypoldt

H/W/T: 2, CP: 4

MON; 14:15-15:45; Heuscheuer / Große Mantelgasse 4, Lecture Hall 1

Course Description:

This course of lectures will review the emergence of transatlantic modernism in the United States during the early 1900s. Our main focus will lie on the literary manifestations of the modernist movement, the shifts in aesthetic and cultural sensibilities that runs in a line of continuation from the late novels of Henry James to William Faulkner and John Dos Passos, and from the poetics of Walt Whitman to the work of T.S. Eliot, Ezra Pound, Hilda Doolittle, Wallace Stevens, and William Carlos Williams. We will also discuss relevant early-twentieth-century cultural contexts of the modernist movement (Fordism, cultural professionalism, the new urban environment, immigration, imperial expansion, ethnic pluralism and the vogue of exoticism/primitivism, etc.).

Most of the primary texts are contained in the Norton and Heath anthologies of American Literature. As introductory texts, see Emory Elliot, Columbia Literary History of the United States, part 4, and, for more in-depth background reading, Sacvan Bercovitch, Cambridge History of American Literature, vols. 5 and 6.

Lecture: British and American Literary History

Eligibility: Main Module Literature and Culture, Flexibility Module

Dr. Philipp Löffler

H/W/T: 2, CP: 4

MON; 18:15-19:45; Heuscheuer / Große Mantelgasse 4, Lecture Hall 6

Course Description:

This lecture course spotlights major periods and authors in the evolution of British and American literature from the Middle Ages to Postmodernity and beyond. Solid close-readings will be paired with historically informed reflections on the most relevant and well-known epochs and schools of writing in literary history. This course is ideal for students seeking to attain a first overview of British and American literature across centuries as well as for advanced students preparing for their final exams.

As usual, this lecture course is a joint venture, featuring a group of ten instructors and professors currently employed at our English department.

Lecture: Overview of Key Concepts of the Study of Culture

Eligibility: Main Module Literature and Culture, Flexibility Module

Prof. Dr. Vera Nünning, Dr. Philipp Löffler, PD Dr. Margit Peterfy

H/W/T: 2, CP: 4

WED; 16:15-17:45; Heuscheuer / Große Mantelgasse 4, Lecture Hall 2

Course Description:

This series of lectures is designed as an introduction to central themes and methods of cultural analysis on the basis of current and historical theories of culture. Students will learn about, among others, cultural "Ways of Worldmaking" (Goodman) and cultural memory, theoretical models of culture and their interpretations, culture as performance, visual culture, and many other interesting and important aspects of cultural studies. An additional emphasis will be on the combination of theory and the potential application of cultural studies in your further studies. Thus, pertinent examples from British and American cultural history – such as Elizabethan courtly culture, Washington's Commonplace Book, 18th century consumer culture, or the British Empire and Orientalism - will be constant points of reference.

Seminar: American Realism and Naturalism

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

PD Dr. Margit Peterfy

H/W/T: 2, CP: 5;

THU; 9:15 - 10:45; English Department / Kettengasse 12, R. 333

In-person registration or via margit.peterfy@as.uni-heidelberg.de

Course Description:

“It always seemed to me that each human being, before going out into the silence, should leave behind him, not the story of his own life, but of the time in which he lived, ‘as he saw it’, its creed, its purpose, its queer habits, and the work which it did or left undone in the world. Taken singly, these accounts might be weak and trivial, but together, they would make history live and breathe” (Rebecca Harding Davis)

This statement contains the beginnings of a theory of literary realism - a theory that has invited many interpretations since its inception. Literary naturalism, in turn, was both a further development, and a reaction against the conventions and tenets of American literary realism.

In this seminar, we will be concerned with influential works of American literary realism and naturalism on the one hand, and also with theoretical issues of literary representation: How do authors arrive at a knowledge of an experienced reality, and how do they translate this knowledge into language and text? Which existing literary conventions do they break, and what are the new conventions that they establish? Moving from a historical understanding of the possibilities of fiction, to more complicated representational strategies (psychological, ideological), we will explore short narratives by Rebecca Harding Davis, Bret Harte, Stephen Crane, and some influential novels.

Literature:

William Dean Howells, *The Rise of Silas Lapham*

Henry James, *Portrait of a Lady*

Theodore Dreiser, *Sister Carrie*

Frank Norris, *McTeague*

Kate Chopin, *The Awakening*

Please read the novels before the beginning of the semester. A Reader with shorter texts will be made available by the beginning of the semester.

Seminar: Fictions of Innocence: An American Literary Tradition Revisited

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

Prof. Dr. Dietmar Schloss

H/W/T: 2, CP: 5;

THU, 14:15 - 15:45; English Department / Kettengasse 12, R. 122

In-person registration or via dietmar.schloss@urz.uni-heidelberg.de

Course Description:

Since the early nineteenth century, American writers have been fascinated by the phenomenon of youth. The state of adulthood, however, has often received short shrift or been treated with contempt. Many of the young heroes and heroines of American fiction show a resistance to 'growing up' a stance for which the critic Ihab Hassan has coined the label "radical innocence." Critics have pointed out that this preoccupation of American literature and culture with youth coincides with the American self-understanding of the US as a young nation; juxtaposed to 'old Europe,' American society is seen as being endowed with a particular dynamism enabling it to escape the corruptions of age. While the idea of "American innocence" has also received a considerable amount of criticism (not the least from Postmodern writers who have declared the idea of 'newness' a delusion), its cultural power is undiminished. In fact, the myth of youth seems to be an integral part of the modern DNA.

In this course, we will study American stories of innocence from the early nineteenth century to the present. We will take a look at how authors of different periods explain the power of this myth and also sample different critical approaches to the subject. Among the works to be discussed are the following: Nathaniel Hawthorne, "Young Goodman Brown" and "My Kinsman, Major Molineux"; Herman Melville, "Billy Budd, Sailor"; Henry James, "Daisy Miller"; Mark Twain, "Huckleberry Finn"; Salinger, "Catcher in the Rye"; and Bret Easton Ellis, "Less Than Zero".

Literature:

Most of the older works can be found in *The Norton Anthology of American Literature*, ed. by Nina Baym et al. (Volumes B and C). The novels by Sallinger and Ellis need to be purchased in separate editions.

Seminar: Gender in Public Discourse

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

Prof. Dr. Sonja Kleinke

H/W/T: 2, CP: 5;

THU; 14:15 - 15:45; English Department / Kettengasse 12, R. 114

In-person registration or via sonja.kleinke@as.uni-heidelberg.de

Course Description:

Linguistic sexism and language reform as well as gendered interaction have been in the focus of linguistic gender studies for four decades now. The course will deal with both aspects. At first we will look at the history of linguistic gender studies (ranging from the debate on linguistic sexism in the 1970s to the notion of 'constructed gender(s)' in the 1990s) and deal with the development of feminist language critique, language reform and feminist language policy. Part 2 moves on to the analysis and description of the linguistic construction of gender(s). We will deal with a range of studies focusing on gender-related aspects of language use in private and public discourse. A detailed list of topics for term papers and a detailed reading list will be provided in the first session of the course.

Literature:

Recommended for introductory reading:

Holmes, J. and M. Meyerhoff (2003): "Different Voices, Different Views: An Introduction to Current Research in Language and Gender." In: Holmes, J. and M. Meyerhoff (eds.): *The Handbook of Language and Gender*. Malden Mass et al. 1-18.

Ehlich, S., M. Meyerhoff & J. Holmes (2014): *The Handbook of Language, Gender and Sexuality*. Chichester [u.a.] : Wiley-Blackwell, Chapter 1.

Seminar: Henry James: Figuring Literary Authorship

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

Prof. Dr. Günter Leypoldt

H/W/T: 2, CP: 5;

TUE; 14:15 - 15:45; English Department / Kettengasse 12, R. 114

In-person registration or via leypoldt@as.uni-heidelberg.de

Course Description:

In this seminar, we will read selected criticism and fiction by Henry James, a late-nineteenth-century US realist who was also an “authors’ author” known for having contributed to the rise of the modernist novel. We will focus on how James made sense of his position as a writer invested in the “art of fiction” (as his best-known essay put it), placed himself within the literary culture of his time, and grappled with literary institutions and markets. We will try to reconstruct James’ engagement with the late-nineteenth-century literary field, looking at some his best known critical essays and his numerous stories on writers and artists (such as “The Lesson of the Master,” “The Death of the Lion,” “The Figure in the Carpet,” “The Aspern Papers,” Etc.) We will also read one of his major novels on the theme of acting and painting, *The Tragic Muse* (1890).

Please acquire James’ *The Tragic Muse* in the Penguin edition, and reserve some time to finish reading it during the Christmas break. The remaining material will be made available to you on the Moodle Platform during the summer break.

Seminar: US Literature of the South and the Turn to Genre

Eligibility: Main Module Literature and Culture, Research Module Literature and Culture, Flexibility Module

Dr. Philipp Löffler

H/W/T: 2, CP: 5;

TUE; 14:15 - 15:45; English Department / Kettengasse 12, R. 113

In-person registration or via Philipp.loeffler@as.uni-heidelberg.de

Course Description:

This seminar looks at US literature of the South in conjunction with what critics have referred to as recent “turn to genre fiction:” a deliberate appropriation of popular literary formats (e.g.

detective fiction, sci-fi literature, fantasy elements, medieval mystery tales) within the context of serious, high cultural literary discourse.

Centered around Tom Franklin's *Crooked Letter*, *Crooked Letter*, this seminar is designed in particular for students aiming to start teacher's training in the near future. Franklin's novel has been assigned as a mandatory reading for 11th and 12th grade English students in Baden-Württemberg high schools, and we will work in collaboration with a local Gymnasium in Mannheim to develop strategies for teaching and reading the novel.

Other texts included in this seminar are of a more historical nature, helping us to understand the evolution of Southern regionalism across time: William Faulkner's "Light in August" (1932) and Flannery O'Connor's "The Violent Bear it Away" (1960).

Literature:

Please buy and read:

Tom Franklin, *Crooked Letter*, *Crooked Letter* (Pan Books)

Flannery O'Connor, *The Violent Bear it Away* (FSG Classics)

William Faulkner, *Light in August* (Vintage)

Political Science

Lecture: American Politics and 'Trump(ism)': Where It Came From, How it Manifests Itself, Where It is Headed

Eligibility: Main Module Political Science, Flexibility Module

PD Dr. Martin Thunert

H/W/T: 2; CP:4

WED; 14:15-15:45; HCA / Oculus

Course Description:

As the 2016 election cycle in the United States - resulting in the unexpected victory of Donald J. Trump - demonstrates, America's usually optimistic self-perception has been challenged by a darker narrative about the state of the nation, by an increasingly polarized electorate and political class, by a resurgent, but still flagging economy, and by uncertainty about its place in a changing global order. Henceforth, this lecture class revolves around the question, whether the election

and presidency of Donald Trump represents a tendency in US politics that will crash and burn or leave a longer term imprint on America's political future. It will be argued that there is a deep anti-establishment strain in American history open to exploitation at times of crisis and that this anti-elitist populism may be at work and manifests itself from the Left or Right. Several of these manifestations will be analyzed. The course will be taught as a lecture class with opportunities for questions and answers at the end of each session.

Literature:

Green, Joshua: *Devil's Bargain. Steve Bannon, Donald Trump, and the Nationalist Uprising*, New York: Penguin Books 2017/18.

Inglehart, Ronald and Norris, Pippa, *Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash* (July 29, 2016). HKS Working Paper No. RWP16-026. Available at SSRN: <https://ssrn.com/abstract=2818659> or <http://dx.doi.org/10.2139/ssrn.2818659> or https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2818659

Lieberman, Robert, et al. "Trumpism and American Democracy: History, Comparison, and the Predicament of Liberal Democracy in the United States." SSRN, 31 Aug. 2017, download at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3028990

Michael Nelson: *Trump's First Year*, Charlottesville and London: University of Virginia Press 2018.

Thompson, Jack. "Understanding Trumpism: The New President's Foreign Policy." *SIRIUS-Zeitschrift für strategische Analysen*, vol. 1, no. 2, 12 June 2017, pp. 1-6. Download at <http://www.css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/Thompson-2017-Sirius-Trumpism-EN.pdf>

Lecture: U.S. Economic Policy

Eligibility: Main Module Political Science, Flexibility Module

Prof. Dr. Welf Werner

H/W/T: 2; CP:4

FRI; 14:15-15:45; Neue Uni / Grabengasse 3-5, Lecture Hall 08

Course Description:

The U.S. economy provides an important reference point in academic and policy discussions because of its success in providing rapidly rising living standards over a period of more than 200 years. At the same time, it serves as an example of a liberal market economy and an illustration of rising inequality and marginalization. For quite a few decades, it has been a showcase for new economic activities based on knowledge and information technology.

Among the topics discussed in this lecture are the current state of the U.S. business cycle and the economic policies of the Trump administration; the influences of economic globalization, technological progress and structural change; fiscal, monetary and regulatory policies; the (political) institutions involved in economic policy-making; and matters of inequality and participation. The course draws on economics, political economy and economic history. It puts current developments into international comparative and historical perspective.

Credit Points/ECTS: Students of this lecture may receive a total of up to 3 ECTS and a grade for this lecture by taking the written exam at the end of the semester and by attending regularly throughout the course. An ungraded "Schein" and 2 ECTS can be earned for regular attendance of the course sessions. Another 1 ECTS can be earned for passing the exam at the end of the semester

Seminar: US Foreign Policy: Theories, Actors, and Contemporary Cases

Eligibility: Main Module Political Science, Research Module Political Science, Flexibility Module

Dr. Florian Böller

H/W/T: 2; CP: 6

MON; 16:00 - 18:00; HCA / Oculus

Registration via LSF from September 1 to October 10, 2018

Course Description:

What are the drivers and sources of US foreign policy? Who are the actors that influence foreign policy decision-making? Which domestic and international factors account for the variant international strategies of the United States across time and policy fields? To answer these questions, this MA seminar discusses theories of International Relations and their application to the analysis of foreign policy. While mainstream approaches, such as neorealism, liberal theory,

and constructivism serve as a starting point, the seminar also endeavors to make use of newer analytical frameworks, for example Foreign Policy Analysis (FPA), role theory, neoclassical realism, or feminist theories. To test the empirical reach and explanatory power of the various theoretical perspectives, we investigate actors and cases of contemporary US foreign policy after the end of the Cold War, including military interventions and democracy promotion, nuclear strategy and arms control, anti-terrorism policies, international trade, global environment policies, and relations to specific countries and regions.

The seminar aims to introduce into the current state of the art of theory-guided analysis of US foreign policy, which will also allow applying a comparative perspective beyond the US case. It will debunk some traditional myths of US foreign policy regarding executive dominance and the “politics stops at the waters’ edge”-paradigm and offer insights regarding the role of political parties, Congress and societal contestation of foreign policy.

Literature:

Carter, Ralph G. (ed.) 2014: *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*, Los Angeles (CA).

Rosati, Jerel A./Scott, James M. 2011: *The Politics of United States Foreign Policy*, Boston (MA).

Sarkesian, S.C., Williams, J.A. and Cimbala, S.J. 2008: *U.S. National Security: Policymakers, Processes & Politics*. Boulder (CO).

Smith, Steve/Hadfield, Amalia/Dunne, Tim (eds.) 2016: *Foreign Policy: Theories, Actors, Cases*, New York.

Wittkopf, Eugene R./McCormick, James M. (eds.) 2004: *The Domestic Sources of American Foreign Policy: Insights and Evidence*, Lanham (MD) et al.

Seminar: Current Challenges and Controversies in U.S. Economic Policies

Eligibility: Main Module Political Science, Research Module Political Science, Flexibility Module

Prof. Dr. Welf Werner

H/W/T: 2; CP: 6

FRI; 16:15 - 17:45; HCA / Oculus

Registration via LSF from September 1 to October 9, 2018

Course Description:

While the current economic expansion is about to become the second longest in U.S. history, the question arises as to when and how it will end. The polarization of economic policies in the Trump era poses further serious questions about the course the U.S. economy is taking. Based on the knowledge acquired in the lecture U.S. Economic Policy, this seminar invites discussion of a broad range of case studies on current U.S. economic developments and policies.

Prerequisite: Attending the lecture U.S. Economic Policy is a prerequisite for this seminar.

Credit Points/ECTS: Students of this seminar can earn up to 12 ECTS by (a) attending the lecture U.S. Economic Policy and taking the exam of this lecture (3 ECTS) and (b) attending the seminar and completing its examinations (9 ECTS).

Registration: Please register for this seminar over LSF. Due to space and size limitations, only a limited number of participants will be able to attend this seminar.

Religion and Culture

Seminar: History of Religions in Early America

Eligibility: Main Module Religion and Culture, Research Module Religion and Culture, Flexibility Module

Benjamin Pietrenka, Ph.D.

H/W/T: 2; CP: 4

MON; 11:00-13:00; HCA / Stucco

Registration via benjamin.pietrenka@ts.uni-heidelberg.de

Course Description:

This Hauptseminar surveys the variety and development of religious cultures that existed in North America from the period before European contact to the post-Revolutionary Early Republic. Focusing on the (often conflicting) themes of religious diversity and religious freedom, this course will address topics including Native American and African religions, Christianity in its numerous guises, religious justifications for slavery, the role of women and gender, evangelical revivalism, religious toleration, and the separation of church and state. In considering these topics, emphases will be placed on the transformational importance of transatlantic transfer for all religions present in colonial America, the religious experiences of non-Europeans, and how European Christianity,

missionary efforts, and colonialism both altered and were altered by contact and prolonged interaction with Native American cultures. Focusing on the colonial period will yield a deeper understanding of the religious cultures, debates, and values that shaped the future of the American continent.

Übung: History of Baptists in America

Eligibility: Main Module Religion and Culture, Flexibility Module

Ryan Hoselton, M.Div., M.Th.

H/W/T: 2, CP: 2

MON; 14:00-16:00; HCA / Stucco

Registration via ryan.hoselton@wts.uni-heidelberg.de

Course Description:

How did the Baptists, a group denounced and persecuted by Catholics, the magisterial Reformers, and the New England Puritans, become one of the most influential religious bodies in the United States? The Southern Baptist Convention is the largest Protestant denomination in the U.S., and the National Baptist Convention USA Inc. boasts the largest African American organization of any kind. The answer lies in the myriad intersections between Baptist life and the history of America more generally. From the colonial times to today, Baptists have greatly shaped and been shaped by the American environment. Baptists established cultures of dissent in Puritan Massachusetts, promoted freedom of religion and disestablishment in the Revolutionary era, mastered democratic religion in the early Republic, debated and split over slavery, sent missionaries to the Western frontier and around the world, argued over modern issues like evolution and the social gospel, led the charge for civil rights under Baptist preacher Martin Luther King Jr., spawned the most influential 20th-century religious figure in Billy Graham, formed and influenced both the religious right and evangelical left, and produced presidents like Jimmy Carter and Bill Clinton. To acquaint students with this essential part of American religious history and cultural life, this course will focus heavily on reading and discussing primary source documents.

Course readings will be provided on Moodle.

Recommended Reading: Thomas S. Kidd and Barry Hankins, *Baptists in America: A History* (Oxford UP, 2015).

Übung: Women and Gender in American Religious History

Eligibility: Main Module Religion and Culture, Flexibility Module

Benjamin Pietrenka, Ph.D.

H/W/T: 2, CP: 2

TUE; 11:00-13:00; HCA / Oculus

Registration via benjamin.pietrenka@ts.uni-heidelberg.de

Course Description:

This course addresses the history of American religious culture through the lens of gender as an analytical category and highlights the influence and contributions of women from the colonial period to the present. We will explore a variety of interwoven topics, including female exhorters and prophets, religiously constructed gender roles, and conflicted relationships between religion and sexuality, as well as gendered religious experiences, identities, and bodies. Students will learn about the ways in which women and notions of gender have played crucial roles in the development and maintenance of religious traditions in America. From the patriarchy of Puritan New England to the religious women who drove the reform movements of the nineteenth century to contemporary religious debates about gender performativity and LGBTQIAPK+ concerns, this course will utilize historical documents and secondary source scholarship to analyze the religious lives of women and religious constructions of femininities and masculinities over long arc of American history.

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